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ABSTRACT

This booklet provides descriptions of 16 adult education programs that have been validated as successful by the Joint Dissemination Review Panel (JDRP), U.S. Department of Education and that are being promoted by the National Diffusion Network (NDN). Although the programs were developed by individual school districts in response to local needs, the programs are available for adoption by other districts. Introductory pages include an alphabetical table of contents and an index of programs by the category or categories for which the program has been validated. Categories are assessment system, basic skills, career education, college program, competency-based education, daily living skills, diagnostic teaching, emotional disturbances, functional literacy, high school equivalency, individualized instruction, language arts, learning disabilities, learning skills, mathematics, migrant education, nontraditional education, parent education, physical education, preschool education, prescriptive teaching, program administration, reading, remedial reading, rural schools, special education, staff development, summer programs, tutoring, and volunteers. In addition to providing a detailed description of the program and the name, address, and telephone number of a contact, a program entry may include this information: audience, requirements, costs, and services. (YLB)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

Adult Education

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents and an index of programs by category, for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

June 1986

ADULT EDUCATION PROJECTS

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ACTIVE: All Children Totally Involved in Exercising. A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact ***Joe Karp, Director; Project ACTIVE; Kelso School District #453, Kelso, Washington 98626. (206) 577-2463, or (206) 577-2410.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/85)

ADULT PERFORMANCE LEVEL PROJECT (APL). A competency-based system of education that combines the diagnosis, prescription, teaching, evaluation, and credentialing of life-coping skills.

Audience Approved by JDRP as a program for general English-speaking population over 18.

Description Project research measured specified minimum competencies an adult must possess to function successfully.

Based on the objectives identified by APL research, a complete curriculum applies reading, writing, speaking-listening-viewing, computation, problem- solving, and interpersonal relations skills to the content areas of consumer economics, occupational knowledge, health, community resources, and government and law. For example, adults learn how to read job descriptions or open savings accounts. The curriculum provides the activities and materials needed to teach toward each of the APL life-coping skills objectives. Printed materials are supplemented with cassette tapes. A pre/post diagnostic instrument for each objective is also included.

The APL competency-based high school diploma program offers adults a relevant alternative to the conventional four-year high school program and to the General Educational Development test (GED). Adults can earn a regular high school diploma by demonstrating competencies gained through life skills—oriented adult education programs in combination with those gained through experience. The basic steps to the competency-based diploma are: placement tests, the competency-based curriculum described above (if indicated by scores on placement tests), a series of life-skills activities, and demonstration of an entry-level job skill or postsecondary education skills or skills in home management/maintenance.

Requirements The APL curriculum can be adopted by a unit as small as a single teacher. The APL Diploma Program can be adopted by a unit as small as two persons performing counseling, teaching, and assessing functions. Preimplementation training is required. Reassignment of existing personnel usually suffices.

Costs Commercial, community and/or teacher made materials which address the 42 APL objectives can be used. Specific curricular materials are suggested at the workshop. For training costs, contact the project director.

Services Awareness, training, and follow-up services are available.

Contact *Elaine Shelton, 2606 Top Cove, Austin, TX 78704. (512) 444-3488.*

Developmental Funding: USOE BOAE JDRP No. 75-13 (3/25/75) (5/15/79)

ALTERNATE LEARNING PROJECT (ALP). A community-based alternative to traditional school, offering a complete program and Special Focus Programs to supplement existing programs. JDRP approved for grades 9-12, all abilities.

Description ALP, a comprehensive public secondary school, provides students with an individualized basic skills program, a college preparatory course, community-wide career exploration activities and a broad arts program. The emphasis throughout is on continuous personal counseling and student responsibility. Students enroll in ALP by choice. Participants are selected by lottery, using such factors as race, family income, sex, and grade level to achieve a population that reflects the city and school system profile. ALP has five major objectives: to improve student performance in basic academic skills; to improve student career decision-making skills; to provide needed counseling for planning, evaluation, and support of student activity; to involve students and parents in school governance and decision-making; and to maximize learning opportunities in the community. Graduation requirements at ALP involve: the ALP Life Skills Competency Assessment (an evaluation of individual student competencies in practical, real-life situations where applied performance is required), and the ALP Core Diploma requirements (according to which students must pass proficiency exams in English, math, and science, earn credit in U.S. history, and complete a minimum number of courses and educational activities).

Contact ***John J. Ramos, Director; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9194 or 9195.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-86 (6/6/74)

BES ADULT LITERACY PROJECT A reading program for functionally illiterate adults

Audience Approved by JDRP for functionally illiterate adults in the non-reader or beginning reader category (i.e., those reading below the 4.0 reading level).

Description The Project's instructional methods combine a problem-solving approach with a linguistic analysis of words, sounds, and sentences and a highly structured sequence of oral and written drills. Instruction is provided on an intensive basis over a twenty-week treatment cycle. All instruction is classroom-based and occurs within community centers and churches.

Students participating in the BES Adult Literacy Project have improved their reading skills to a statistically significant degree ($p < .05$) as measured by the Tests of Adult Basic Education (TABE), based upon the results of longitudinal and cross-sectional studies conducted with several cohorts of students.

Requirements Staff Development: 12 hours of intensive staff/teacher training is required by a BES teacher/trainer. Curriculum Materials: The BES curriculum is used during training and project implementation. The Curriculum Guide is packaged for dissemination. 10-12 hours of periodic visits are necessary to monitor trainees' development, model teaching methods, and to answer questions on implementation. Project staff are available to provide this ongoing support and technical assistance.

Costs Costs for the program are approximately $183 per student per year initially, but are reduced to $110 per student in subsequent years. For adopters who already employ paraprofessional staff, the costs could be as low as $20 per student.

Services Awareness materials are available at no cost. BES staff are available to conduct workshops and awareness presentations at the Project site or elsewhere. Potential adopters are welcome to visit the project by appointment.

Contact ***Jon Deveaux; BES Adult Literacy Project, 965 Longwood Avenue, Bronx, New York 10459, (212) 991-7310.***

Developmental Funding: Out-of-school Basic Skills Improvement Program; Adult Basic Ed. Act, Section 310
JDRP No. 85-4 (2/26/85)

PROJECT CHILD: Comprehensive Help for Individual Learning Differences. A comprehensive program utilizing all possible resources to meet physical, emotional, educational, and social needs of migrant farmworkers and rural families. Approved by JDRP for infants through adults of all abilities, English-, French-, or Spanish-speaking.

Description A child's education cannot take place in a vacuum— solated from family and community or ignoring personal and family needs that may be handicaps to learning. CHILD incorporates individuals, agencies, and community resources, daytime, evenings, and weekends. The project serves Black, Algonquin Indian, Mexican-American, Puerto Rican, and white rural/migrant families. A 12 hour day-program (Children's Demonstration School, Child Development Center) is complemented by: the In-Camp Learning Program, an evening educational component in homes and camps for parents and older siblings; a Weekend Recreational Program for entire families; dental and health services; an Aide Training Program, which trains and employs parents and older siblings as classroom aides; and pre- and inservice education for teachers and staff. Students' needs are assessed, objectives are behaviorally stated, related resources and high-interest learning experiences (rather than textbooks) are identified, and evaluative devices are determined. Academic instruction emphasizes reading skills for all age levels. Career education is an integral part of all programs. Staff development prior to and during the program improves teaching skills and sensitivity. CHILD no longer operates the summer program as mechanization had delayed the need for workers until September. CHILD materials, awareness, training and follow-up continue to be available.

Contact ***Gloria Mattera, Director; BOCES Geneseo Migrant Center; Holcomb Building 210; Geneseo, NY 14454. (716) 245-5681.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 23 (4/9/73)

PROJECT CLASS (Competency-based Live-Ability Skills). A series of competency-based modules for teaching survival skills to adults of low-level reading ability.

Audience Approved by JDRP for adults reading at 0-8 grade levels. This program has also been used in a variety of other settings including secondary special education and with a variety of populations.

Description Adult students often have difficulty in transferring academic learning from classroom settings to situations encountered outside school. To address this problem, Project CLASS has developed two series of competency-based modules—one for use with teacher-directed instruction, one for independent study—providing instruction in survival skills to adult students at low (8 grade equivalent) reading levels. In classroom situations, students learn survival skills while improving their reading, writing, and math. Students who read at a higher level may use independent modules to meet course requirements or to earn elective credit.

The modules, which address useful topics in consumer economics, community resources, health, government and law, interpersonal relationships, and occupational knowledge, contain between one and nine objectives (average: four). Objectives are clearly stated, taught, and tested and show participating teachers, students, and others what the student has accomplished. Eighty-four modules have been developed, divided equally between APL level I (4 grade equivalent) and II (5-8 grade equivalent). To enable students to learn concepts at their own reading level, some level I modules include two versions of the same concepts, one written at grade 2 reading level, the other at grade 3-4 level. Level II modules cover different objectives. Each module includes a teacher's guide (containing objectives, concepts, skills, teaching/learning strategies, resource list, evaluation report, annotated bibliography, answer keys, and teacher's resources), student handouts, and a pre/posttest. An average of six hours (one to three class sessions) is required to complete a module.

Modules can also be used to provide remediation for the APL and SHARP tests.

Requirements Adopters must purchase a set of CLASS or LifeSchool modules and provide inservice training for teachers involved. Program can be implemented by a single teacher, an entire school, or a district. Facilities for reproducing tests and handouts are needed. No other special facilities or equipment are required.

Cost CLASS modules: $225 per set (Level I Independent Study, $75; Level II Classroom, $75; Level II Independent Study, $75). LifeSchool Level I Classroom replaces CLASS Level I Classroom modules. LifeSchool Level I Classroom: four binders $276 (or $76.80 each) including a classroom management manual; available from Pitman Learning, Inc., 19 Danis Drive, Belmont, CA 94002. Several classes can use the same materials. Four hour implementation workshop at adopter site: $120 plus travel expenses. Continuation costs are limited to reproduction of tests and handouts.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including trainer's fee, travel, and per diem). Implementation and follow-up services are available to adopter.

Contact ***Lorraine Ruston, Project Director, Clovis Adult School; 914 Fourth St.; Clovis, CA 93612. (209) 299-3142.***

Developmental Funding: USOE BOAE, Adult Ed. Act

JDRP No. 80-1 (1/31/80)

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

Audience Approved by JDRP for agencies that provide Adult Basic Education, English as a second language, and high school completion programs for adults and secondary level students.

Description The Comprehensive Adult Student Assessment System (CASAS) provides assessment which is linked to over 100 different competency based curriculum materials that are appropriate for Adult Basic Education. Using CASAS, students can be placed into appropriate program level and their progress toward goal attainment can be monitored. CASAS provides a curriculum management system for programs, with an underlying measurement scale that ranges from pre-literate through high school level. With such an integrated data base of student functioning, program managers can allocate resources and evaluate programs more appropriately. The system is comprised of four major elements, specifically; a CASAS Competency List; Curriculum Index and Matrix; assessment materials; and implementation workshops. CASAS is adaptable to a variety of educational settings with diverse student populations.

EVIDENCE OF EFFECTIVENESS: After one year, adult education agencies who used the CASAS model achieved a higher level of competency based program implementation than agencies using other approaches, as measured by the Institutional Self Assessment Measure.

Programs implementing CASAS retained students at higher rates while non-CASAS programs had significantly higher drop out rates.

Requirements Conditions for successful implementation include program curriculum that allows for the application of basic skills in a life skill context. Training is required in the use of the assessment system for placement, diagnosis, monitoring progress, and certification. No additional teaching staff or facilities are required, but some additional clerical time is recommended. CASAS can be used with an optional microcomputer management system.

Costs Cost of materials varies with extent of implementation. Start-up costs average $4 per student. Maintenance costs can be absorbed within a regular agency budget. Costs of staff training vary with the extent of the implementation. Follow-up technical assistance is provided and development of local leadership is emphasized.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultation and training are available at the expense of the requesting agency. Follow-up and technical assistance are available to all adopting agencies.

Contact ***Patricia Rickard, Director CASAS; San Diego Community College District Foundation, 3249 Fordham Street, San Diego, CA 92110, (619) 230-2975.***

Developmental Funding:
California, Section 310 of Federal Adult Basic Education Act

JDRP No. 84-6 3/20/84

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI). An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a master test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Requirements A 5-10 day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

Costs At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95, $9.95, and mimeographed materials from ECRI. Mastery tests: $.35 each; can be reproduced. ECRI staff time: $275 a day plus expenses after NDN funds have been committed.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings. Training at project site is conducted in October, December, March, June and July (all expenses must be paid). Teacher of Teachers Conference is in August and September. Training, implementation and folllow-up services are available at adopter site (costs to be negotiated).

Contact ***Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.***

Developmental Funding: USOE ESEA Title III · Private Sources

JDRP No. 85-8 (4/2/85)
Recertified(4/85)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Patricia Morley, Director, Project F.I.S.T.; Division of Community Education; Middlesex County College; 170 French Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.***

Developmental Funding: ESEA TITLE VI; STATE 9

JDPR No. 83-35 (3/23/83)

INTERACTIVE CURRICULAR EXPERIENCE. A process approach to developing individualized programs for the handicapped student using home, school, and community resources. Approved by JDRP for the trainable mentally handicapped, ages 3-21.

Description Home, school, and community resources are tapped in developing the individualized educational program for each student. Teachers specially trained in curriculum, behavior management, family involvement, community interaction, and process management train families in instructional and behavior management techniques, help parents understand what their children can be expected to achieve, maintain liaison between school and home, coordinate home and school instruction, help parents in using community resources, and train school aides and volunteers. Each student's objectives focus on the acquisition of skills necessary for functioning in the community. For example, the student completes an application form (for a Social Security Card, a job, a driver's license, etc.) Students receive 15-75 minutes of instruction per week on selected objectives in school and an average of ten minutes per week at home on the same objectives. Parents and community members take part in the processes of setting student goals and of adapting existing curricular materials to assist students in reaching these independence goals. Community members are also oriented toward involvement in the school advisory committee, student job placement, fund raising, and volunteer activities.

Contact ***Susan C. Goodall, Project Director; Margaret K. Lewis Center; 1527 Lincoln Avenue; Panama City, FL 32405. (904) 785-7608 or 763-0036.***

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 80-3 (4/22/80)

JEFFERSON COUNTY ADULT READING PROGRAM (JCARP). A program to deliver literacy instruction and life coping skills instruction fully utilizing community linkages and the services of volunteers.

Audience Adults, 16 years and older, who are out of school and have a reading level below 6.0 grade as measured by a standardized test.

Description Four years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To this end, counseling is inculcated into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components are:

RECRUITMENT: Print, electronic, and business industry links are employed. Phone conversations with potential students are made to allay anxieties about pursuing their education. This effort was designed to create a secure and unthreatening environment, and lessen the likelihood of attrition.

STAFF TRAINING: Volunteers and paid staff are oriented to the characteristics of the undereducated adult through audio-visual and written materials. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. Also discussed are techniques for conducting individual conferences so that students can formulate priorities and goals through the counseling process. Finally, the teaching staff is instructed in how to use test instruments and basal materials and how to prepare an IEP which considers the reading skill deficiencies, life skill needs and priorities of each student.

INSTRUCTION: The student's IEP is attained through both group and individualized instruction. Half the time is spent in instruction from a basal reading series and half is devoted to the reinforcement of reading skills in practical life materials .

EVALUATION: Overall goal achievement is assessed at mid-year in student-teacher conferences. The conferences stress student retention.

Requirements The program is effective under diverse instructional circumstances. The program can be succesfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable existing staff to become coordinators of volunteer literacy programs and trainers and managers of volunteer tutors. Preimplementation training conducted by JCARP staff is required.

Costs Implementation costs depend on several variables. Adopter may hire a coordinator or reassign existing staff. Hours vary. A minimum of 10 hours per week is recommended. Classes may be housed in community centers, libraries, churches or school buildings with no cost to the project. Instructional materials may be consumed or reused by students and tutors. Costs of volunteer training are limited to reproduction of handouts.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project personnel are available for awareness or training sessions. Training costs are paid by adopter and include a one-time cost of $250 for JCARP slide/tape series.

Contact ***Ms. Sharon Darling, Project Director, or Susan Paull, Division of Adult and Community Education, Kentucky Department of Education, 17th Floor, Capital Plaza Towers, Frankfort, KY 40601, (502) 564-3921.***

Developmental Funding: Adult Ed. / State

JDRP No. 82-19 (9/15/82)

LEARNING TO LEARN: Improving academic performance across the curriculum.

Description This program is the only learning improvement program at the postsecondary level to be approved by JDRP. The 14-week course produces significantly higher grade-point averages and retention rates for students. This difference is substantial; we anticipate that the net effect of the program on a college using this system would be to increase its revenues (through higher student retention rates) and raise its academic standards (by improving students' ability to perform well in academic courses). The LTL system was developed through research in the learning strategies of successful students. Such students (l) ask questions of new materials, reading or listening for confirmation; (2) break down into smaller units the components of complex tasks and ideas; and (3) devise informal feedback mechanisms to assess their own progress. The LTL system is not a study skills system, which loses its impact after students stop using the techniques. Once new LTL behaviors are established, they become part of the learner, integral to his/her thinking processes. We think of these methods as comprising a fourth basic skill which facilitates the acquisition of the other three. Studies using statistically equivalent control groups were conducted on two college campuses. The studies showed significantly higher GPA's for students who had participated in the LTL course when effects of course load, sex, race, SAT scores, and previous academic record were removed (p. 05).

Contact ***Dr. Marcia Heiman, Learning Skills Consultant; Learning to Learn; Box 493; Cambridge, MA 02138 (617) 547-2377.***

Developmental Funding: Special Services for the Disadvantaged Higher Education Act of 1965, PL 89-329. JDRP No. 83-25 (6/15/83)

LEARNING TO READ BY READING. A method of teaching reading to low achievers at upper-elementary through junior college levels who have not progressed with conventional methods and materials.

Description The program is a multimedia system for teaching reading, applicable to students reading below 3.0 Grade Placement Level, including nonreaders, and effective through 6.0 GPL. Reading with Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips) to be used in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended). Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics and furnishes an opportunity for assessment of reading progress. Read-along materials (43 short stories and 40 half-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher-training program.

Contact ***Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.***

Developmental Funding: USOE ESEA Title III 12 JDRP No. 74-37 (4/29/74) Recertified (2/85)

MODIFICATION OF CHILDREN'S ORAL LANGUAGE. A special program for training staff to work with students having language disabilities.

Audience Approved by JDRP for language-handicapped students, preschool to adult.

Description This project is based on materials and instructional methods of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient individuals acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing materials, an objective of the project is to provide teachers with an instructional strategy and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language delayed, deaf, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individuals. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

Requirements An initial four- to five-day training workshop is required. Follow-up on-site visits are required at scheduled intervals. From two to four instructors should be selected for additional training, so they in turn can become trainers of new people in the district. Unit for training ranges from 10-20.

Costs The cost for adoption varies according to the location of the adopting agency, number of project participants, and degree of implementation. Cost for required program materials is: $124 per participant. Maintenance costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted *only* at adopter site (costs to be negotiated). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Betty H. Igel; Monterey Learning Systems; P.O. Box 51590, Palo Alto, CA 94303. (415) 969-5450.***

Developmental Funding: USOE ESEA Title III 13 JDRP No. 6 (4/16/73)

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM (EDP). A competencybased alternative high school credentialing program for adults.

Audience Approved by JDRP for English-speaking adult students over the age of 18.

Description This is an alternative high school credentialing program for adults who have acquired skills through their life experience and who can demonstrate those skills in applied performance tests. The project's objective is to provide adults with an assessment and credentialing process that is an alternative to traditional diploma programs such as General Education Development (GED). The program provides no instruction: it is an assessment system through which adults can earn a regular high school diploma. The program has two phases. In the first phase, diagnosis, the adult is tested on six diagnostic instruments that help him/her identify learning deficiencies in the basic skill areas. If a deficiency is identified, the adult is given a learning prescription and is sent to the community to utilize the learning resources available. After the deficiencies have been corrected, the adult enters the second phase, final assessment. In this phase, the adult must demonstrate 64 generalized competencies in the basic and life skill areas of communication, computation, self-awareness, social awareness, scientific awareness, occupational preparedness, and consumer awareness. The adult must also demonstrate an individualized competency in one of three skill areas: occupational, special, or advanced academic. The assessment system is an open testing system characterized by flexibility in time and location of testing. It offers adults the opportunity to demonstrate process skills through a variety of documentation forms. There is an explicit understanding and discussion of all required competencies. Graduates of the program are surveyed 10 months after they receive their diplomas to determine the impact that graduation has had on their lives. To date, graduates report an increased interest in continued learning; job promotions and raises; and increased self-esteem and self-confidence.

Requirements The New York State External High School Diploma Program can be adopted by a unit as small as three persons—one advisor, one assessor, and one assessment assistant. A four-day training workshop for staff prior to program implementation is required, as is an inservice evaluation during the first year of operation.

Costs Materials: seven program manuals and one set of training materials must be purchased (contact project for cost). Equipment required is ordinarily found in an educational setting. Staffing: reassignment of existing personnel is possible.

Services Awareness materials are available at no cost. Visitors are welcome at project site and five additional home state sites by appointment. Project staff are available to attend out-of-state awareness meetings (cost to be negotiated). Training is also conducted at adopter site (costs to be negotiated). On-site technical assistance is provided to adopters (expenses are covered).

Contact ***Lynne Van Dyke, Director; External Diploma Program; Syracuse Research Corp., Merrill Lane; Syracuse, NY 13210. (315) 425-5263.***

Developmental Funding: USOE BOAE

JDRP No. 79-26 (5/30/79)

NOMAD: Needs and Objectives for Migrant Advancement and Development. A school year tutorial, summer education, and family unit program designed to meet the needs of migrant students through individualized instruction. JDRP approved for students of all abilities.

Description The school year tutorial program operates in conjunction with the county's school districts. Certified teachers provide daily intensive instruction in reading, math, and language usage to each student at his or her development level. Enrichment activities in appreciation of culture and the arts and self-concept development are integral parts of the curriculum. The teacher counsels students in social behavior, adjustment to new school situations and teachers, attendance, completion of school, and the advantages of education.

The summer program provides six to eight weeks of experiences planned to compensate for the migrant child's interrupted education. Curriculum includes nutrition and health care, cultural enrichment, career awareness, prevocational opportunities, reading, math, language arts, science, and social studies. Students 10 years of age and older participate in three of the following prevocational programs on a half-day basis: secretarial/clerical, power mechanics, building trades, and commercial art. Students are pretested; identified needs dictate behavioral objectives for each child. The curriculum includes a preschool program designed to prepare migrant children for school. Children are assessed individually and assigned development skills. Social, motor, and oral language development are emphasized. Classrooms are staffed with a teacher and an aide, one of whom is bilingual.

Contact ***John H. Dominguez, Jr., Director; Van Buren Intermediate School District; 701 S. Paw Paw St.; Lawrence, MI 49064. (616) 674-8091, ext. 214.***

Developmental Funding: USOE ESEA Title I (Migrant) JDRP No. 21a (4/9/73)

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